

M.S.C. - Student Teachers - Factors Influencing
The Educational Choices of Student
Teachers 91A17-1-2-1

MOREHEAD STATE COLLEGE

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FACTORS INFLUENCING THE EDUCATIONAL
CHOICES OF STUDENT TEACHERS

DIVISION OF PROFESSIONAL EDUCATIONAL
Morehead State College
Morehead, Kentucky

FACTORS INFLUENCING THE EDUCATIONAL
CHOICES OF STUDENT TEACHERS

BY

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Special thanks go to Sue Mills for the invaluable contributions she lended to the study from its inception to its termination.

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Morris Norfleet

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INTRODUCTION TO THE STUDY

I. STATEMENT OF THE PROBLEM

The central problem of this study was to identify variables influencing students to attend Morehead State College, choose a teaching career, and to choose an area of specialization. The problem involved three major dimensions:

1. The construction of an instrument that would measure the influence different variables have on educational choices.
2. The collection and summarization of data from student teachers.
3. The formulation of implications for guidance practices that would aid the students in wise educational choices.

II. PURPOSES OF THE STUDY

The purposes of the study were:

1. To determine why students choose to come to Morehead State College.
2. To determine why students choose teaching as a career.
3. To determine why students choose their area of specialization.
4. To formulate implications relative to the development of in-service programs, visitation programs, career days, etc. that may tend to be most effective in influencing educational decisions.
5. To formulate implications relative to working with student teaching centers and supervising teachers in these areas.
6. To determine the influence of student teaching centers on educational choices.

III. PROCEDURES

- A. This is to be a continuous study of the next three years, this being the first phase of the study.
- B. The student sample:
A total of one hundred sixty-nine student teachers doing student teaching during the spring semester of 1964 was used in the study.
- C. The teacher preparation opinionnaire (see appendix) consists of two separate parts. Part I was designed to collect personal data and Part II consists of a list of thirty-one selected factors and space for the respondent to indicate the relative amount of influence each factor had first on his choice of teaching as a career; second on his choice of an area of specialization; and third his choice of Morehead State College.
- D. Collection of Data:
The teacher preparation opinionnaire was used in collecting data from seven groups of student teachers during the final week of the spring semester of 1964. After administration, the opinionnaires were coded and the data punched into IBM cards.
- E. Analysis of Data:
The data were summarized by choice of teaching as a career; choice of area of specialization; and by choice of attending Morehead State College. Percentages were computed to show the relative amount of influence that students attributed to each of the thirty-one factors in the opinionnaire. Figures were developed to pictorially categorize and summarize the data.

IV. RESULTS

A. Personal Data

Personal data about each student was sought to develop a background picture of the population studied. These data are summarized in Tables IA - IF.

The mother tends to have completed more years of education (23% completed 13 years and 49%, 12 years) while only 17 per cent of the fathers had completed 13 years and 36 percent had completed 12 years as indicated in Table IA. Even more significant, 43 percent of the fathers had stopped their education after 5-8 years while only 25 per cent of the mothers had stopped at that point.

Over 51 per cent of the students decided to become teachers while still in high school and 38 per cent made this decision after graduating from high school (Table IB). While the majority decided to become teachers during high school they waited until they entered college (55%) to decide the area in which they wished to specialize and only 34 per cent decided during high school as indicated in Table IC.

According to the data in Table ID the 169 student teachers are evenly divided as to size of high school graduating class ranging from less than 50 to more than 200. Fourteen per cent graduated in classes of more than 200. A significant observation is that over 65 per cent of the students are from high school graduating classes of less than 100.

Twenty-nine per cent of the students studied were recipients of some type of college scholarship.

B. Choice of Teaching As A Career

Figure I shows graphically the percentages of students who indicated that they were influenced "a great deal," "a little," or "none at all," in their choice of teaching as a career, by each of the thirty-one factors. The thirty-one factors have been categorized as follows: a. Persons (11), b. High School Experiences (4), c. College Experiences (5), d. Scholastic Factors (5), e. Vocational Factors (6).

Persons having the most influence on students with respect to choosing teaching as a career (listed in order of importance) were "high school teacher," "mother," "father," "college professor," "friend," "relative," "college counselor," "friend attending Morehead," "school principal," "school superintendent," and "high school counselor."

High School Experiences influencing the choice of teaching as a career (listed in order of importance) were "studying vocations in high school," and "Future Teachers of America material", while "Career Day at high school" and "youth organizations" influenced very few students to choose teaching as a career.

"Visiting the college campus" had the greatest influence of College Experiences on choosing teaching as a career. Second by percentage were "Visit to our school by someone from Morehead State College" and "Senior Day at Morehead;" each with around seven per cent. The least influential factors of College Experiences in choosing teaching as a career were "college catalogs and materials" and "student teachers in our school".

Scholastically, the factors having the most influence on teaching as a career were (listed in order of importance) "desire to grow intellectually" and "good grades in one particular subject in school." Compared with these, "interest and/or aptitude test scores," "reading magazines," and "a college scholarship" had little influence on choosing teaching as a career.

The Vocational Factor, "desire to work with people," influenced 65 per cent to choose teaching as a career. Second with 27 per cent was "social advantages of occupation." Third and fourth respectively were "opportunity for employment" and "economic advantages of occupation." "Employment before entering college" and "employment in college" had little significant influence in choosing teaching as a career.

C. Choice of Area of Specialization

Figure II summarizes the percentages of students who indicated they were influenced "a great deal," "a little," or "none at all" in their choices of an area of specialization by the selected thirty-one factors.

Persons having the most influence on the choice of an area of specialization were "high school teacher" and "college professor." "Mother," "friend," and "college counselor" had about equal influence following the "high school teacher" and "college professor." "Friend attending Morehead State College" influenced 11 per cent of the students "a great deal," and "relative" influenced 12 per cent "a great deal." "Father," "high school principal," and "school superintendent" had little influence upon the student's choice of an area of specialization.

"Studying vocations in high school" and "youth organizations" ranked first and second respectively of High School Experiences influencing the choice of an area of specialization, with "Career Day at high school" ranking third, and least influential, the "Future Teachers of America material".

With College Experiences, "visiting the college campus" with 11 per cent received top place in "a great deal" of influence toward the area of specialization, while "college catalogs and material" was a close second with 10 per cent. Two other factors were equal in their percentage of influence--"visit to our school by someone from Morehead State College" and "Senior Day at Morehead State College" each showed a 6 per cent influence. The least influential factor of College Experiences was "student teachers in our school" with 4 per cent. However, these students graduated from high school before most colleges started the mass movement of student teachers into public schools.

Scholastically, the factor, "desire to grow intellectually" reveals "a great deal" of influence--81 per cent on the choice of an area of specialization. "Good grades in one particular subject in school" rated second, influencing 42 per cent "a great deal". "Interest and/or aptitude test scores" and "reading magazines" ranked third and fourth respectively. "A college scholarship" had the least influence on an area of specialization.

Vocational Factors with significant influence on an area of specialization were "employment in college" with 10 per cent and "employment before entering college" with 7 per cent.

D. Choice of Morehead State College

Figure III summarizes the amount of influence (this being "a great deal," "a little," or "none at all") the selected thirty-one factors had upon the students to choose Morehead State College.

More than 30 per cent of the students were influenced "a great deal" by "friend attending Morehead State College" in the category of Persons. "Mother," "father," "friend," "high school teacher," "relative," and "college professor" influenced about 20 per cent "a great deal", while "high school counselor," "school principal," "school superintendent," and "college counselor" had little influence on the choice of Morehead State College.

In the High School Experiences category, only "Career Day at high school" and "studying vocations in high school" had a significant influence on the choice of Morehead State College.

"Visiting college campus" reveals a 31 per cent influence of "a great deal" in College Experiences toward the choice of Morehead State College. Second and third place are "Senior Day at Morehead" and "college catalogs and material" respectively. "Visit to our school by someone from Morehead State College" had little influence for students attending college here. "Student teachers in our school" had little influence on the choice of Morehead State College. As stated earlier, very few student teachers were placed off campus at the time these students were in high school.

TABLE I
PERSONAL DATA REGARDING STUDENT
TEACHERS AT MOREHEAD

A. Educational Background of Parents

N	Highest Grade in School Completed							
	<u>Father</u>				<u>Mother</u>			
	5-8	9-12	13+	NR*	5-8	9-12	13+	NR
169	43.45%	36.31%	17.26%	2.98%	25%	48.82%	23.20%	2.98%

B. Time Decision Was Made To Become A Teacher

Year In School When Decision Was Made To Become A Teacher

N	5-8	9-12	13+	NR
169	7.69%	51.47%	37.86%	2.98%

C. Time Decision Was Made On Area of Specialization in College

Year in School When Decision Was
Made on Area of Specialization

N	5-8	9-12	13+	NR
169	8.88%	33.73%	55.03%	2.36%

D. Size of High School Graduating Class

Size of High School Graduating Class

N	less than 50	50-99	100-199	more than 200
169	29.17%	36.31%	20.23%	14.29%

E. Scholarship Aid

Have or Have Had College Scholarship			
N	Yes	No	NR
169	28.99%	71.01%	---

F. Areas Of Specialization For This Study

Area of Specialization	N	Percentage
Art	2	1.2%
Biology	4	2.4
Chemistry	2	1.2
Physical Education	14	8.4
Commerce	8	4.7
Industrial Arts	8	4.7
Home Economics	10	5.9
Mathematics	5	2.9
English	19	11.2
Music	17	10.0
Speech-Drama	3	1.8
Political Science	3	1.8
Economics-Sociology	2	1.2
History	5	2.9
Physics	1	.6
Social Science (area of concentration)	16	9.5
Accounting	2	1.2
Elementary	46	27.2
Foreign Languages	2	1.2
Totals	169	100.0%

N = Number of Student Teachers throughout the study.

NR = No Response throughout the study.

FIGURE I

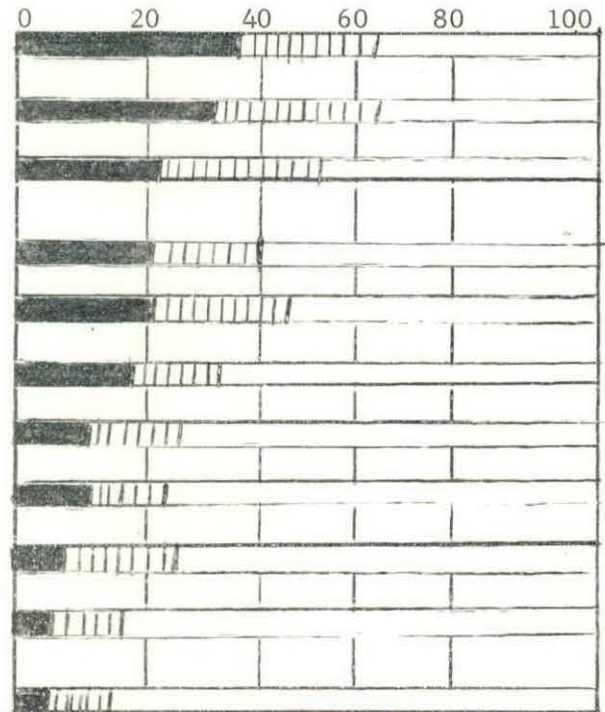
PERCENTAGES OF STUDENT TEACHERS INFLUENCED
TO CHOOSE TEACHING AS A CAREER BY
SELECTED FACTORS

Amount of Influence

Key: "A great deal" [solid black]; "little" [diagonal lines]; "none at all" [white];

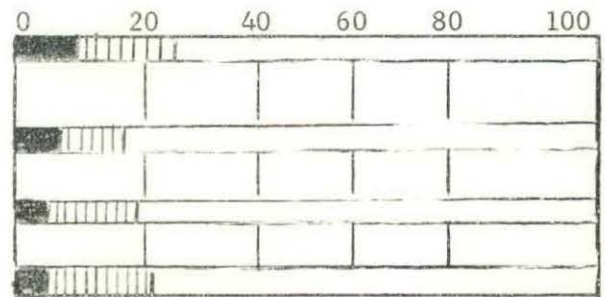
A. Persons

1. High School Teacher
2. Mother
3. Father
4. Friend
5. College Professor
6. Relative
7. Friend Attending Morehead
8. College Professor
9. School Principal
10. School Superintendent
11. High School Counselor



B. High School Experiences

1. Studying vocations in high school
2. Future teachers of America material
3. Career day at high school
4. Youth organization experience



C. College Experiences

1. Visiting college campus
2. Senior day at MSC
3. Visit to our school by someone from MSC
4. College catalogs and materials
5. Student teachers in our high school

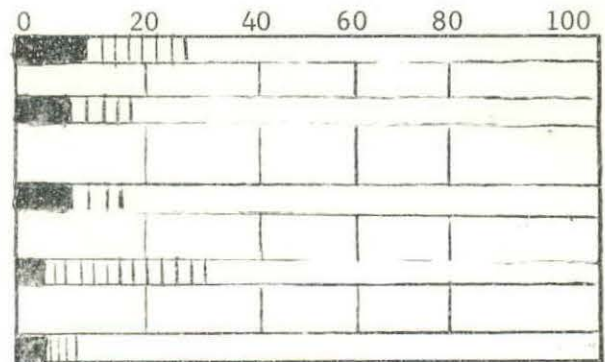
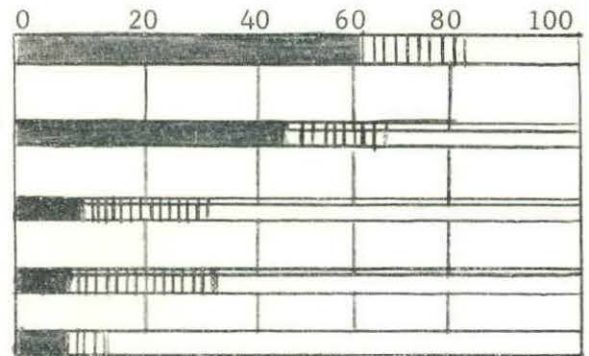


FIGURE I (continued)

D. Scholastic Factors

1. Desire to grow intellectually
2. Good grades in one particular subject in high school or college
3. Interest and/or aptitude test scores
4. Reading magazines
5. A college scholarship



E. Vocational Factors

1. Desire to work with people
2. Social advantages of occupation
3. Opportunity for employment
4. Economics advantages of occupation
5. Employment before entering college
6. Employment in college

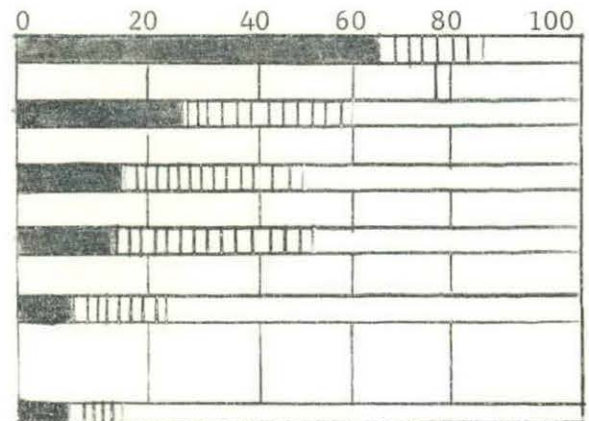


TABLE II
PERCENTAGE OF STUDENT TEACHERS INFLUENCED
TO CHOOSE TEACHING AS A CAREER BY
SELECTED FACTORS

A. Persons

1. Father				
	Amount of Influence			
N	1	2	3	
169	46.75%	30.77%	22.48%	
2. Mother				
	Amount of Influence			
N	1	2	3	
169	34.32%	30.77%	34.91%	
3. Relative				
	Amount of Influence			
N	1	2	3	
169	66.30%	15.40%	18.30%	
4. Friend				
	Amount of Influence			
N	1	2	3	
169	60%	19%	21%	
5. High School Teacher				
	Amount of Influence			
N	1	2	3	
169	36%	27%	37%	
6. High School Counselor				
	Amount of Influence			
N	1	2	3	
169	86.39%	7.10%	6.51%	

7. School Principal

N	Amount of Influence		
	1	2	3
169	74.50%	17.20%	8.30%

8. School Superintendent

N	Amount of Influence		
	1	2	3
169	83.40%	8.90%	7.70%

9. Friend Attending Morehead

N	Amount of Influence		
	1	2	3
169	73.90%	15.40%	10.70%

10. College Counselor

N	Amount of Influence		
	1	2	3
169	76.33%	13.02%	10.65%

11. College Professor

N	Amount of Influence		
	1	2	3
169	55.03%	23.67%	21.30%

B. High School Experiences

14. Future Teachers of America Material

N	Amount of Influence		
	1	2	3
169	84.02%	8.88%	7.10%

15. Studying Vocations in High School

N	Amount of Influence		
	1	2	3
169	75.15%	15.38%	9.47%

16. Career Day at High School

N	Amount of Influence		
	1	2	3
169	80.47%	13.02%	6.51%

23. Youth Organization Experience

N	Amount of Influence		
	1	2	3
169	77.51%	15.98%	6.51%

C. College Experiences

13. College Catalogs and Material

N	Amount of Influence		
	1	2	3
169	69.23%	26.04%	4.73%

17. Visit To Our School By Someone From Morehead State College

N	Amount of Influence		
	1	2	3
169	84.02%	8.88%	7.10%

18. Senior Day At Morehead

N	Amount of Influence		
	1	2	3
169	82.25%	10.65%	7.10%

21. Student Teachers In Our School

N	Amount of Influence		
	1	2	3
169	91.12%	4.14%	4.74%

22. Visiting College Campus

N	Amount of Influence		
	1	2	3
169	72.78%	16.57%	10.65%

D. Scholastic Factors

12. Reading Magazines

N	Amount of Influence		
	1	2	3
169	65.68%	27.22%	7.10%

19. Interest and/or Aptitude Test Scores

N	Amount of Influence		
	1	2	3
169	66.27%	23.08%	10.65%

20. A College Scholarship

N	Amount of Influence		
	1	2	3
169	86.39%	7.10%	6.51%

30. Desire To Grow Intellectually

N	Amount of Influence		
	1	2	3
169	14.79%	21.89%	63.32%

31. Good Grades In One Particular Subject
In High School Or College

N	Amount of Influence		
	1	2	3
169	32.55%	21.30%	46.15%

E. Vocational Factors

24. Employment Before Entering College

N	Amount of Influence		
	1	2	3
169	76.92%	5.98%	7.10%

25. Employment In College

N	Amount Of Influence		
	1	2	3
169	84.02%	9.47%	6.51%

26. Opportunity For Employment

N	Amount of Influence		
	1	2	3
169	50.30%	32.54%	17.16%

27. Economic Advantages of Occupation

N	Amount of Influence		
	1	2	3
169	47.93%	37.28%	14.79%

28. Social Advantages of Occupation

N	Amount of Influence		
	1	2	3
169	39.05%	33.73%	27.22%

29. Desire To Work With People

N	Amount of Influence		
	1	2	3
169	13.02%	21.30%	65.68%

* Key: 1 = Not Influenced At All; 2 = Influenced A Little; 3 = Influenced A Great Deal. This will be consistent throughout the study.

FIGURE II

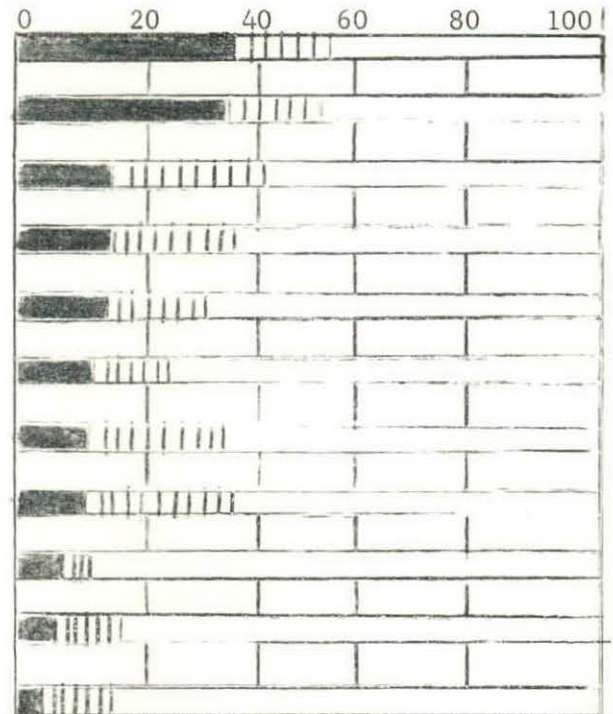
PERCENTAGE OF STUDENT TEACHERS INFLUENCED
TO CHOOSE AN AREA OF SPECIALIZATION
BY SELECTED FACTORS

Amount of Influence

Key: "A great deal" [Solid Black]; "little" [Vertical Lines]; "none at all" [Empty Box];

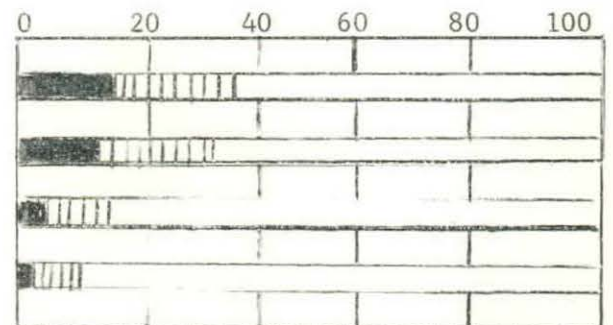
A. Persons

1. High School Teacher
2. College Professor
3. Mother
4. Friend
5. College Counselor
6. Relative
7. Father
8. Friend attending MSC
9. School Superintendent
10. High School Principal
11. High School Counselor



B. High School Experiences

1. Studying vocations in high school
2. Youth organization experience
3. Career day at high school
4. Future teachers of America material



C. College Experiences

1. Visiting college campus
2. College catalogs and material
3. Visit to our school by someone from MSC
4. Senior day at MSC
5. Student teachers in our high school

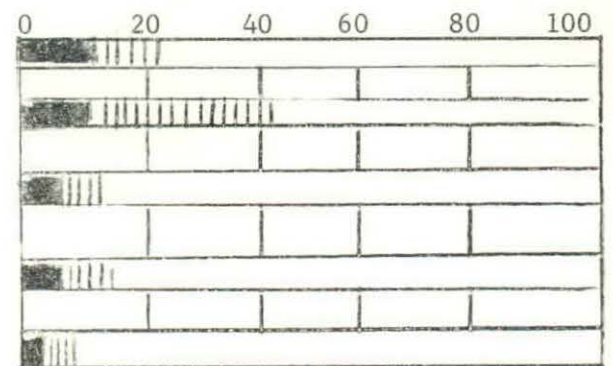
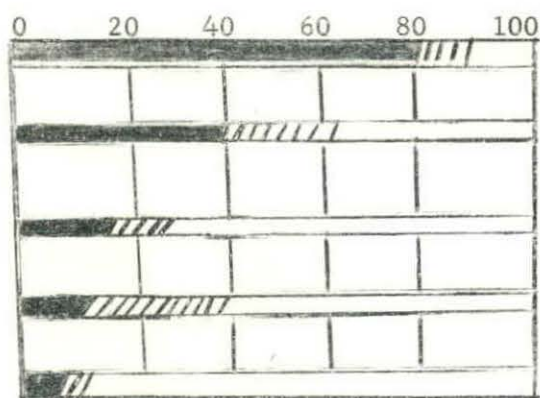


FIGURE II (continued)

D. Scholastic Factors

1. Desire to grow intellectually
2. Good grades in one particular subject in high school or college
3. Interest and/or aptitude test scores
4. Reading magazines
5. A college scholarship



E. Vocational Factors

1. Employment in college
2. Employment before entering college

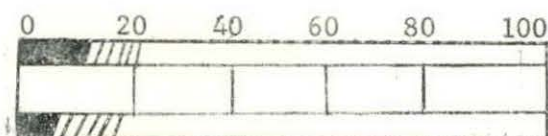


TABLE III
PERCENTAGE OF STUDENT TEACHERS INFLUENCED
TO CHOOSE AN AREA OF SPECIALIZATION
BY SELECTED FACTORS

A. Persons

1. Father

N	Amount of Influence		
	1	2	3
169	64.50%	24.26%	11.24%

2. Mother

N	Amount of Influence		
	1	2	3
169	56.21%	27.22%	16.57%

3. Relative

N	Amount of Influence		
	1	2	3
169	75.74%	11.83%	12.43%

4. Friend

N	Amount of Influence		
	1	2	3
169	61.54%	21.89%	16.57%

5. High School Teacher

N	Amount of Influence		
	1	2	3
169	41.42%	20.71%	37.87%

6. High School Counselor

N	Amount of Influence		
	1	2	3
169	85.80%	9.47%	4.73%

7. School Principal

N	Amount of Influence		
	1	2	3
169	82.21%	10.65%	7.14%

8. School Superintendent

N	Amount of Influence		
	1	2	3
169	86.98%	4.74%	8.28%

9. Friend Attending Morehead

N	Amount of Influence		
	1	2	3
169	72.78%	15.98%	11.24%

10. College Counselor

N	Amount of Influence		
	1	2	3
169	68.05%	15.38%	16.57%

11. College Professor

N	Amount of Influence		
	1	2	3
169	42.60%	20.71%	36.69%

B. High School Experiences

14. Future Teachers of America Material

N	Amount of Influence		
	1	2	3
169	88.76%	8.28%	2.96%

15. Studying Vocations In High School

N	Amount of Influence		
	1	2	3
169	63.91%	20.12%	15.97%

16. Career Day At High School

N	Amount of Influence		
	1	2	3
169	86.39%	7.69%	5.92%

23. Youth Organization Experience

N	Amount of Influence		
	1	2	3
169	79.29%	9.47%	11.24%

C. College Experiences

13. College Catalogs and Material

N	1	Amount of Influence	
		2	3
169	57.99%	31.95%	10.06%

17. Visit To Our School By Someone
From Morehead State College

N	1	Amount of Influence	
		2	3
169	86.98%	6.51%	6.51%

18. Senior Day At Morehead

N	1	Amount of Influence	
		2	3
169	86.39%	7.10%	6.51%

21. Student Teachers In Our High School

N	1	Amount of Influence	
		2	3
169	92.31%	3.55%	4.14%

22. Visiting College Campus

N	1	Amount of Influence	
		2	3
169	76.92%	11.84%	11.24%

D. Scholastic Factors

12. Reading Magazines

N	1	Amount of Influence	
		2	3
169	57.99%	24.26%	17.75%

19. Interest and/or Aptitude Test Scores

N	1	Amount of Influence	
		2	3
169	62.72%	17.75%	19.53%

20. A College Scholarship

N	1	Amount of Influence	
		2	3
169	86.98%	4.73%	8.29%

30. Desire To Grow Intellectually

N	1	Amount of Influence	
		2	3
169	8.87%	10.06%	81.07%

31. Good Grades In One Particular Subject
In High School or College

N	Amount of Influence		
	1	2	3
169	34.32%	23.08%	42.60%

E. Vocational Factors

24. Employment Before Entering College

N	Amount of Influence		
	1	2	3
169	81.07%	11.83%	7.10%

25. Employment In College

N	Amount of Influence		
	1	2	3
169	78.70%	10.65%	10.65%

FIGURE III

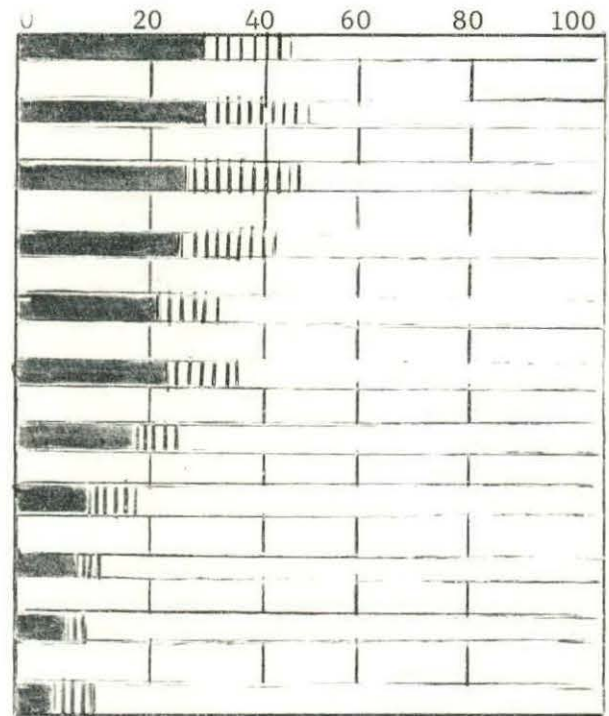
PERCENTAGE OF STUDENT TEACHERS INFLUENCED
TO CHOOSE MOREHEAD STATE COLLEGE
BY SELECTED FACTORS

Amount of Influence

Key: "A great deal" [solid black bar]; "little" [bar with vertical lines]; "none at all" [empty bar];

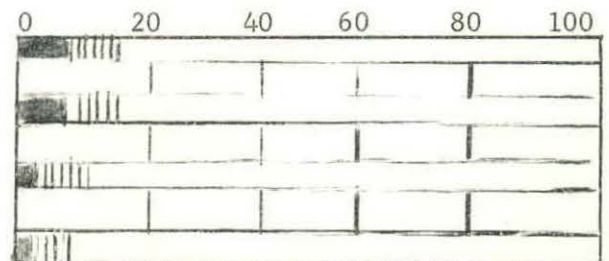
A. Persons

1. Friend attending MSC
2. Mother
3. Father
4. Friend
5. Relative
6. High School Teacher
7. College Professor
8. College Counselor
9. School Principal
10. High School Counselor
11. School Superintendent



B. High School Experiences

1. Career day at high school
2. Youth organization experience
3. Studying vocations in high school
4. Future teachers of America material



C. College Experiences

1. Visiting college campus
2. Senior day at MSC
3. College catalogs and material
4. Visit to our school by someone from MSC
5. Student teachers in our high school

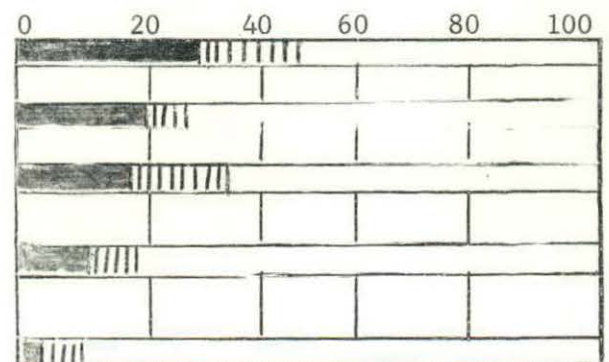


TABLE IV
PERCENTAGE OF STUDENT TEACHERS INFLUENCED
TO CHOOSE MOREHEAD STATE COLLEGE
BY SELECTED FACTORS

A. Persons

1. Father				
	Amount of Influence			
N	1	2	3	
169	54.44%	17.75%	27.81%	
2. Mother				
	Amount of Influence			
N	1	2	3	
169	49.70%	20.71%	29.59%	
3. Relative				
	Amount of Influence			
N	1	2	3	
169	68.64%	10.06%	21.30%	
4. Friend				
	Amount of Influence			
N	1	2	3	
169	58.58%	15.38%	26.04%	
5. High School Teacher				
	Amount of Influence			
N	1	2	3	
169	63.91%	14.20%	21.89%	
6. High School Counselor				
	Amount of Influence			
N	1	2	3	
169	89.94%	2.96%	7.10%	

7. School Principal

N	Amount of Influence		
	1	2	3
169	87.57%	3.55%	8.88%

8. School Superintendent

N	Amount of Influence		
	1	2	3
169	88.76%	4.73%	6.51%

9. Friend Attending Morehead

N	Amount of Influence		
	1	2	3
169	56.80%	12.43%	30.77%

10. College Counselor

N	Amount of Influence		
	1	2	3
169	81.66%	8.28%	10.06%

11. College Professor

N	Amount of Influence		
	1	2	3
169	72.19%	8.88%	18.93%

B. High School Experiences

14. Future Teachers of America Material

N	Amount of Influence		
	1	2	3
169	92.31%	4.73%	2.96%

15. Studying Vocations In High School

N	Amount of Influence		
	1	2	3
169	89.35%	7.10%	3.55%

16. Career Day At High School

N	Amount of Influence		
	1	2	3
169	85.98%	5.92%	7.10%

23. Youth Organization Experience

N	1	Amount of Influence	
		2	3
169	86.78%	6.51%	6.51%

C. College Experiences

13. College Catalogs and Material

N	1	Amount of Influence	
		2	3
169	53.85%	27.22%	18.93%

17. Visit To Our School By Someone
From Morehead State College

N	1	Amount of Influence	
		2	3
169	79.29%	9.47%	11.24%

18. Senior Day At Morehead

N	1	Amount of Influence	
		2	3
169	72.19%	7.69%	20.12%

21. Student Teachers In Our School

N	1	Amount of Influence	
		2	3
169	88.76%	5.92%	5.32%

22. Visiting College Campus

N	1	Amount of Influence	
		2	3
169	51.48%	18.34%	30.18%

SUMMARY AND CONCLUSIONS

I. RESTATEMENT OF THE PROBLEM

The problem considered in this study was to identify variables influencing students to attend Morehead State College, choose teaching as a career, and to choose an area of specialization.

II. PURPOSES OF THE STUDY

The purposes of the study were:

1. To determine why students choose to come to Morehead State College.
2. To determine why students choose teaching as a career.
3. To determine why students choose their area of specialization.
4. To formulate implications relative to the development of in-service programs, visitation programs, career days, etc. that may tend to be most effective in influencing educational decisions.
5. To formulate implications relative to working with student teaching centers and supervising teachers in these areas.
6. To determine the influence of student teaching centers on educational choices.

III. CONCLUSIONS PERTAINING TO WHY STUDENTS CHOOSE TO COME TO MOREHEAD STATE COLLEGE

1. "A friend attending Morehead State College" influenced over forty-three per cent of the population studied "a great deal" or "a little" to attend Morehead State College.
2. The mother had more influence in choosing the college than the father.
3. High school teachers have comparable influence to the parents in choosing the college to attend.
4. The high school counselor, principal, and the superintendent have little influence on the selection of a college.
5. Career Day influenced thirteen per cent "a great deal" or "a little" to attend Morehead.
6. In the category of college experiences, "visiting college campus" was highly influential by affecting over forty-eight per cent "a great deal" or "a little" to attend Morehead.
7. "College catalogs and materials" influenced forty-six per cent "a great deal" or "a little" to attend Morehead, while "visit to our school by someone from Morehead State College" only influenced twenty per cent "a great deal" or "a little".

IV. IMPLICATIONS FOR RECRUITMENT

1. Have students at Morehead to write letters to friends enclosing college information to acquaint them with college life and advantages of continuing their education. Effort for personal contact should be made to talk to graduating seniors.
2. Keep in contact with the high school teacher through academic divisions, alumni office, school services, and student teaching to keep them abreast of current developments at the college.
3. Encourage schools, particularly student teaching centers, to have career days and have a full scale program from the college at these meetings.
4. Place more emphasis on conducting tours of students and parents to acquaint them with the college. Special programs for parents of graduating high school seniors should be stressed.
5. Leaflets on different phases of college life, both academic and social should be developed and sent to prospective students.
6. As this study is continued and student teaching program expands into public schools, attention should be given to the extent this influences students to attend Morehead.

V. CONCLUSIONS PERTAINING TO CHOOSING TEACHING AS A CAREER

1. The high school teacher is the most influential person in helping the student to choose teaching as a career.
2. "Studying vocations in high school" was the most influential factor in the high school experiences category in helping the student to choose teaching as a career.
3. Over fifty per cent of the students decide to become teachers while still in high school.
4. "The desire to grow intellectually" and "good grades in one particular subject in high school" were very important factors in deciding to become a teacher.

VI. IMPLICATIONS

1. A leaflet on teacher education should be mailed to students and teachers in schools in the Morehead area.
2. Encourage more teachers to include units on choosing vocations in the subjects they teach. Prepared units sent to schools would be beneficial.

VII. CONCLUSIONS PERTAINING TO STUDENT TEACHERS CHOOSING AN AREA OF SPECIALIZATION

1. "The high school teacher" and "college professor" are the most influential persons on the student teachers' choice of an area of specialization with the high school teacher being most influential.
2. "Studying vocations in high school" was the most influential factor in the high school experiences category.
3. "Visiting a college campus" and "college catalogs and materials" were the college experiences that were the most influential on deciding an area of specialization.

VIII. IMPLICATIONS

1. This study has shown that the high school teacher has a tremendous influence on all educational decisions of the student. More emphasis should be placed on programs directed to the teacher.
2. There is a need for more work to be done in the area of preparing units of instruction on vocations for use in high schools.
3. Since fifty-five per cent of the students decide on the area of specialization after coming to college and that the college professor exerts considerable influence would seem to imply that better instructors should be placed to work with students early in their college career.
4. A strong advisement program for college freshmen and sophomores would help the student to choose his area of specialization early in his college career--thus avoiding wasted time, effort, and money.

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APPENDIX

TEACHER PREPARATION

OPINIONAIRE

BY

MORRIS NORFLEET

Division of Professional Education
Morehead State College
Morehead, Kentucky

TEACHER PREPARATION OPINIONAIRE
PREPARED BY MORRIS NORFLEET

The purpose of this opinionaire is to discover why students in college (1) Choose the college they do, (2) Choose teaching as a career, (3) Choose fields of specialization such as social studies, physical education, etc.

Your carefully considered responses to the items in the opinionaire will assist in obtaining pertinent data which will be helpful in guiding and counseling future students.

PERSONAL DATA

1. Name _____ Age _____ Date _____
2. College _____ Year in College _____
3. Area of Specialization _____
4. Circle the number that indicates the years of school completed by:

	<u>Grade School</u>	<u>High School</u>	<u>College</u>	<u>Graduate School</u>
a. Mother	5 6 7 8	9 10 11 12	13 14 15 16	17 18 19 20
b. Father	5 6 7 8	9 10 11 12	13 14 15 16	17 18 19 20
5. Please circle the year in school you decided to study to become a teacher.

5 6 7 8	9 10 11 12	13 14 15 16
---------	------------	-------------
6. Please circle the year in school you decided on your area of specialization in college.

5 6 7 8	9 10 11 12	13 14 15 16
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7. Please check the size of your high school graduating class:

less than 50 _____	50-99 _____	100-199 _____	More than 200 _____
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8. Do you have or have you had a college scholarship. Yes _____ No _____
9. Please indicate the relative amount of influence the following factors had on your choice of a college, of teaching as a career, and on your choice of an area of specialization by circling one number in column I, one number in column II, and one number in column III. If you were not influenced at all circle 1, if little circle 2, and if you were influenced a great deal by a factor circle 3.

<u>Influencing Factors</u>	<u>Column I</u>			<u>Column II</u>			<u>Column III</u>		
	Teaching As			Area of			Morehead		
	A Career			Specialization			State College		
1. Father-	-	-	-	-	-	-	-	-	-
2. Mother-	-	-	-	-	-	-	-	-	-
3. Relative-	-	-	-	-	-	-	-	-	-
4. Friend-	-	-	-	-	-	-	-	-	-
5. High School Teacher	-	-	-	-	-	-	-	-	-

<u>Influencing Factors</u>		<u>Column I</u> <u>Teaching As</u> <u>A Career</u>			<u>Column II</u> <u>Area of</u> <u>Specialization</u>			<u>Column III</u> <u>Morehead</u> <u>State</u> <u>College</u>		
11.	College Professor - - - - -	1	2	3-	-1	2	3	1	2	3
12.	Reading Magazines - - - - -	1	2	3-	-1	2	3			
13.	College Catalogs and Materials- -	1	2	3-	-1	2	3	1	2	3
14.	Future Teachers of America									
	Material - - - - -	1	2	3-	-1	2	3	1	2	3
15.	Studying Vocations in High School	1	2	3-	-1	2	3	1	2	3
16.	Career Day At High School- - - -	1	2	3-	-1	2	3	1	2	3
17.	Visit To Our School By Someone									
	From MSC- - - - -	1	2	3-	-1	2	3	1	2	3
18.	Senior Day At Morehead - - - - -	1	2	3-	-1	2	3	1	2	3
19.	Interest and/or Aptitude Test									
	Scores - - - - -	1	2	3-	-1	2	3			
20.	A College Scholarship- - - - -	1	2	3-	-1	2	3			
21.	Student Teachers In Our High									
	School - - - - -	1	2	3-	-1	2	3	1	2	3
22.	Visiting College Campus- - - - -	1	2	3-	-1	2	3	1	2	3
23.	Youth Organization Experience- -	1	2	3-	-1	2	3	1	2	3
24.	Employment Before Entering									
	College- - - - -	1	2	3-	-1	2	3			
25.	Employment In College- - - - -	1	2	3-	-1	2	3			
26.	Opportunity For Employment - - -	1	2	3						
27.	Economic Advantages of									
	Occupation - - - - -	1	2	3						
28.	Social Advantages of Occupation-	1	2	3						
29.	Desire To Work With People - - -	1	2	3						
30.	Desire To Grow Intellectually- -	1	2	3-	-1	2	3			
31.	Good Grades In One Particular									
	Subject In High School or College	1	2	3-	-1	2	3			

